Title: COMMUNITIES OF LEARNERS

Code: EDBED1004

Formerly: TJ522

School / Division: School of Education

Level: Introductory

Pre-requisites: Nil

Co-requisites: Nil

Exclusions: (TJ522)

Progress Units: 15

ASCED Code: 070103

Objectives:

This course is designed to enable students to:
• continue to develop their understanding of learning and of themselves as learners
• deepen their familiarity with learning theories and ongoing research on learning
• understand the ways in which learning is influenced by the different communities to which each person belongs
• become familiar with the concepts of 'learning communities', 'communities of inquiry' and 'communities of practice'
• explore the ways in which learning communities are constructed
• consider how different communication patterns and discourses shape learning communities
• investigate and reflect on the ways in which membership in the different communities impacts on learners' engagement in their learning
• acknowledge and value the different forms of knowledge that learners bring with them to the school setting
• understand how the school, in particular, becomes formalised as a learning community
• become aware of a range of contemporary Victorian policy documents to do with aspects of schooling: curriculum definition, organisational structures, the rights and responsibilities of school community members and the welfare of students
• consider how the growth of global communication promotes the development of virtual communities
• develop research skills

After successfully completing this course, students should be able to:

Content:

Topics may include:

- research and theory on learning and learners
- contemporary theories of learning communities (eg 'communities of inquiry', 'communities of practice')
- communities of learners, such as families, friendship groups, play centres, classrooms, schools, sporting teams, church congregations communication patterns and discourses in learning communities
- different forms of knowledge and expertise as these are developed in the various learning communities to which an individual belongs
- schools as formalised learning communities
- recent developments with regard to schooling in Victoria
- the impact of policy on the shaping and ideology of communities
- current education policy frameworks in Victoria
- research skills, in particular ethnographic approaches
- ethical and reflexive engagement in research

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Reading of relevant texts to do with learners, 'communities of learners' and the nature of learning	Contribution to a group annotated bibliography	20%
Ethnographic inquiry into a 'community of learners'. Details of this task to be negotiated. It may be carried out by individuals or groups of students.	Research journal, field notes and reflections	40%
Analysis of the key issues and questions arising from the inquiry. This task will require the students to relate their experiences to their reading.	Oral class presentation, combined with a poster presentation and/or the development of a website	40%

Adopted Reference Style:

APA

Library Website:

http://ww.ballarat.edu.au/aasp/student/learning_support/generalguide/